**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: 4th Grade** | | | **Date(s)**: Lesson 2 |
| **Unit Title:**  Establishing a Community of good Readers and Writers | | | **Corresponding Unit Task:** Task 1 | | |
| **Essential Question(s):** How does literature help readers make sense of their own lives? How does using strategies help me as a reader? What are the components of a complete sentence? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  FCRR website – character consideration, Fontas and Pinell text, Thank you, Mr. Falker by Patricia Polacco, Books related to characters (e.g., The True Story of the Three Little Pigs**)** | | | | character traits ( emotional, social, physical)  protagonist  antagonist  text evidence | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice   * Independent | **Reading**  **Standards:**  RL 4.10. Comprehending a variety of text  RF 4.4. Fluency in order to comprehend  **I Can Statement(s):**  I can identify positive and negative character traits.  I can make a text-to-self connection.  **Instructional Plan:**   * **Activator**: Teacher will bring in pictures displaying different emotions and put a picture in each corner of the room. * Students will discuss emotions with a partner as they complete a gallery walk. * Students will post what they believe the feelings are and give evidence to support their observations.   **Modeled**: Teacher will read Thank you, Mr. Falker (review how to be a good listener). Teacher will use the think aloud strategy as they are reading. Teacher will state “this character must be feeling …. Because they … Teacher will discuss negative and positive character traits.  Teacher will also model how they relate their own experiences to help them understand what a character is feeling in a story.  **Shared**: Students will help the teacher complete a T chart that list character traits with evidence from the story Thank you, Mr. Falker.  **Guided:** With partners, students will be assigned a different character or an excerpt from the story. They will analyze the character using a T-chart which allows them to list the character trait and evidence. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Writing**  **L. 4.1a**. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why);  **b.** Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses;  **f.** Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons;  **g .** Correctly use frequently confused words (e.g., to, too, two; there, their).  **I can statement(s):**  I can identify a complete sentence.  **Materials**: sentence sorts  **Instructional Plan**:  Teacher will provide students with complete sentences and phrases. Teacher will read examples of complete sentences and discuss what components make them complete. Students will be given examples of complete sentences and phrases to sort with their partner. | | | | |
| **Gradual Release of Responsibility:**  X Modeled   * Shared * Guided Practice   X Independent | **Word Study**  **Standards:**  **L.4.4c.** Determine or clarify the meaning of unknown and multiple –meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.  c. Consult reference materials both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.  **I Can Statement**: I can sort adjectives into positive, negative and neutral categories.  **Instructional Plan**: Students will be given adjectives as well as category labels. Students will sort words into different categories. The words they are unsure of will be researched using a dictionary. A dictionary review will be completed based on the student’s needs. Students will review the meanings with a partner as they are sorting. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **SL.4.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 4 topics and texts, building on other’s ideas and expressing their own clearly.  **I Can Statement(s):** I can use strategies of a good speaker and listener.  **Instructional Plan:**  Students will use Kagan strategies (think pair share, clock partners) to share a text-to-self connection with a partner. | | | | |
| **Closing/Summarizing Strategy** | * EQ of the day will be revisited and discussed with students. * **Ticket out the door:**  Students will use a sticky note to identify either a positive and negative trait about chosen character from the story. They will post this on a T-Chart. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Prepare a digital presentation, skit, or role play the habits and strategies that good readers, writers, speakers, and listeners use. Provide tips and advice that will help all students reflect on developing good habits. | | *Implement any of the applicable instructional strategies from the “benchmarks or short term objectives” section for annual goals addressing literacy from each identified student’s IEP.*  *Observe and implement the “general education program accommodations” on each identified student’s IEP.*   * Teacher or Peer: Model good reading, writing, speaking, and listening strategies for small groups of students * Provide a list of examples and non-examples for students to organize * Use a graphic organizer * Provide a model/exemplar of acceptable work (*character map*)   Struggling readers will need review/intervention for grade level phonics and word analysis skills for decoding. Offer re-teaching for syllabication patterns and morphology to assist with the reading of unfamiliar multisyllabic words in context and out of context. (**RF. 4.3, RF.4.4**) | | | ESL students tend to be very limited in their descriptive words, so everyone is *happy*, *sad*, *good*, or *bad*, with no shades of gray.  It is important to teach students that there are traits that are finer gradations than good or bad, and teach them that good readers can make that inference, read a whole selection and decide if a person is humorous, thoughtful, wise, loyal, etc.  Suggestions:   1. Write *good* and *bad* on the board and gave some examples of good and bad behavior:    * If you smiled at me in the hall, you are...    * If I made a mean face at you, I’d be....    * Give another more extreme example: If I was sick and Mrs. Jones made me chicken soup and hot tea and drove all the way to my house and took me to the doctor in the pouring rain and.... is that good or bad? But is that good compared to smiling, for instance? No, she’s being *caring*, not just good, but caring. What other things does a caring person do?    * What if you had a big project you’d worked on for a long time and someone smashed it and laughed at you?  Is that the same as making a mean face? No, it’s worse, that person would be *cruel*.  Hurting someone and laughing is cruel. 2. Introduce the idea that when we read or write, good readers and writers choose just the right word and can see very slight differences in characters and what they do, how they act.  So to be a good reader or writer, you have to know words like this. 3. Teach five of each: generous, sweet, stubborn, lazy... Maybe some words are neither good nor bad (silly, funny, etc.). A list of common character traits can be found at: <http://www.scholastic.com/teachers/lesson-plan/character-sheet-and-traits-list> 4. Next, write the five or ten easy traits on the board and play a guessing game, reading a couple of the trait sentences at a time, have students write down which trait they think you are describing.  Use the attached cards to review and expand. Note that one is more scaffolded with answer choices provided, while the other provides no choices.      1. The next day, review those ten, go back to some stories you’ve read and try to match the ten words to characters in those stories.  As you continue to read stories and observe classroom behavior, add more traits to the pile that they know and use. 2. It is important to model providing evidence that supports the character classifications in a story. The following strategy is taken from ***The SIOP Model for Teaching English-Language Arts to English Learners***:   Provide sentence frames like the ones below for students to orally complete with a partner.   * \_\_\_\_\_\_\_\_ is cruel when she \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . * \_\_\_\_\_\_\_\_ is generous when he \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * \_\_\_\_\_\_\_\_ is courageous when she \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   More proficient students can model the responses and the beginners could repeat or echo. You can also limit the number of sentence frames for beginners.   1. Use a Venn diagram to find commonalities among traits (stubborn and persistent, or considerate and responsible).  Create and post anchor charts with these words for future reference as students read and write. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*